

Teaching portfolio

1. Teaching CV: A list of teaching and supervision tasks, including specification of academic fields, scope, level (bachelor, master, continuing education, PhD). Please state the teaching method used (e.g. lecture, class teaching, exercises, supervision, examination, coexamination, distance teaching, internet-based teaching and evaluation of teaching). Please also indicate the language of instruction.

A) Introduction:

I have taught and supervised doctors, specialists, and medical students for more than 15 years. My teaching has focused on obstetrics, gynecology, fetal medicine, and palliative care, where I apply multiple teaching methods and integrate interdisciplinary collaboration into the teaching.

B) Teaching Areas and Courses:

Obstetrics and Gynecology:

Teaching medical students and specialists in obstetrics and gynecology.

Practical training and theory on pregnancy, childbirth, complications, and gynecological diseases and treatments.

Use of PBL (problem-based learning) in teaching.

Fetal Medicine and Fetal Surgery:

Teaching and clinical training in fetal medicine, including techniques such as ultrasound, amniocentesis, and fetal surgery.

Course content on high-risk pregnancies and diagnosis of fetal diseases.

Perinatal Palliative Care:

Implementation and teaching of courses on perinatal palliative care at the University of São Paulo.

Teaching interdisciplinary teams (doctors, nurses, psychotherapists) in the management of life-limiting fetal diseases and family communication.

Specialization in Fetal Medicine:

Development and coordination of specialization courses in fetal medicine for doctors and specialists at Hospital Albert Einstein and the University of São Paulo.

C) Detailed Description:

2025–present: Associate Professor, Aalborg University (AAU).

2025-present: Gynecology and Obstetrics specialist, Aalborg University Hospital

2022–present: Teaching master's students at Hjørring Hospital (Gynecology and Obstetrics).

2023–2025: Clinical Teacher, Aalborg University.

2023: Awarded Best Teacher at the Faculty of Medicine, Aalborg University.

2019–2021: Professor, Faculty of Medicine – Hospital Albert Einstein, São Paulo, Brazil.

Taught using different methodologies, including Problem-Based Learning (PBL), simulation training, and flipped classroom.

Developed and implemented student assessments through classical examinations and OSCE (Objective Structured Clinical Examination).

Structured and organized the 8th semester course in gynecology and obstetrics.

2019–2021: Created, implemented, managed, and taught in the post-graduate specialization program in fetal medicine, Hospital Albert Einstein, São Paulo, Brazil (one-year specialization course for medical specialists).

2015–2019: Created, implemented, managed, and taught in the residency program in fetal medicine, University of São Paulo, Brazil (one-year residency program for medical specialists).

2008–2022: Daily discussions on gynecology, obstetrics, and fetal medicine with medical students and residents (University of São Paulo until 2019; Hospital SEPACO from 2019 – São Paulo, Brazil).

2012–2019: Lecturer in obstetrics for 4th-year medical students, Faculty of Medicine – University of São Paulo, Brazil.

2015–2021: Founder and organizer of the Perinatal Palliative Care Group; lecturer in the subject at the University of São Paulo (approx. 30 hours/year).

2014–2019: Teaching and supervision during diagnostic and therapeutic consultations in fetal medicine, University of São Paulo (approx. 10 hours/week).

2015–2019: Responsible for specialist training in fetal medicine, with a focus on simulation-based amniocentesis training (approx. 20 hours/year).

2. Study/programme administration and management: Experience in programme management and coordination. A list of study administration tasks, e.g. study board membership, chair of study board, semester or course coordinator, accreditation tasks, etc. Experience in planning teaching activities. Experience in programme development. Participating in committees and commissions etc. on education issues.

Creation of Fetal Medicine Residency (2014–2019)

I coordinated the establishment of a residency program in fetal medicine at the University of São Paulo. The program was designed to train physicians in fetal medicine and lasted one year. I was also responsible for securing funding for the residents. After the program was established, I served as the coordinated chief physician for the residency for five years.

Perinatal Palliative Care – Initiative in Brazil (2015–2019)

I helped initiate and coordinate a palliative care group for pregnant women carrying fetuses with life-limiting malformations. This project involved both clinical teaching and the implementation of new practices for interdisciplinary collaboration.

Fetal Medicine Specialization – Hospital Albert Einstein, São Paulo, Brazil (2020–2021)

I coordinated the establishment and management of specialization courses in fetal medicine at Hospital Albert Einstein in São Paulo. My activities included course planning, organizing the teaching sessions, and conducting practical training and instruction.

Semester Coordination for 4th Year Medical Students in Obstetrics and Gynecology – Albert Einstein Medical School (2019–2021)

I served as the semester coordinator for obstetrics and gynecology at the medical school, responsible for planning the course content, evaluations, OSCE exams, and teaching part of the courses.

Other contributions:

Member of the Scientific Committee of Obstetrics at the XXIII Paulista Congress of Obstetrics and Gynecology [SOGESP] – 2018

Coordinator of the Perinatal Palliative Care Course – 2018

Sub-coordinator of the Obstetrics Thematic Area at the XXII Paulista Congress of Obstetrics and Gynecology and the I Paulista Congress of Palliative Care, November 23-26, 2017

Sub-coordinator of the Palliative Care Workshop at the XXII Paulista Congress of Obstetrics and Gynecology and the I Paulista Congress of Palliative Care, November 23, 2017

Coordinator of the Pre-Congress Course CPC - 5 Fetal Medicine at the XXII Paulista Congress of Obstetrics and Gynecology and the I Paulista Congress of Palliative Care, November 23-26, 2017

Member of the Scientific Committee of Obstetrics at the XXI Paulista Congress of Obstetrics and Gynecology – 2016

Coordinator of the I Introductory Course on Palliative Care in Perinatology at the Center for Studies and Research of the Obstetrics Clinic of the Faculty of Medicine, University of São Paulo – 2016

Sub-coordinator of the Obstetrics Thematic Area at the XXI Paulista Congress of Obstetrics and Gynecology – 2016

Member of the Scientific Committee of Obstetrics at the XX Paulista Congress of Obstetrics and Gynecology – 2015

Sub-coordinator of the Obstetrics Thematic Area at the XX Paulista Congress of Obstetrics and Gynecology – 2015

Organizer of the Pre-Congress Course: Fetal Medicine, during the XIX Paulista Congress of Obstetrics and Gynecology – 2014

Organizer of the Course: Ultrasound Technologies at the Center for Studies and Research of the Obstetrics Clinic of the Faculty of Medicine, University of São Paulo – 2014

Organizer of the Pre-Course: Fetal Medicine I, during the 7th Obstetrics and Gynecology Journey at FMUSP and the 7th Meeting of Former Obstetrics and Gynecology Residents of FMUSP – 2013

Organizer of the Pre-Course: Fetal Medicine, during the 6th Obstetrics and Gynecology Journey at FMUSP and the 6th Meeting of Former Obstetrics and Gynecology Residents of FMUSP – 2012

Participant in the Organization of the Fetal Medicine Specialization Course at the Université Paris Descartes – 2008

Participant in the Organization of the Fetal Medicine Specialization Course at the Université Paris Descartes – 2007

Organizer of the Course: TVT Obstructor: New Approach for the Treatment of Stress Urinary Incontinence at the Gynecology Division of the Hospital das Clínicas of the Faculty of Medicine, University of São Paulo – 2005

3. Formal pedagogical training: A list of completed courses in university pedagogy, PBL courses, workshops, academic development projects, collegial guidance and supervision, etc. Written assessment from the course in university pedagogy for assistant professors. Participation in conferences on pedagogy and didactics. Please enclose any documentation of the above, such as course certificates, references, etc

Pedagogical Education in TBL Method – Albert Einstein Faculty – 2019

I completed a pedagogical training focused on the Team-Based Learning (TBL) method at the Albert Einstein Faculty in 2019.

Clinical Teaching Course – AAU – 2024

I completed the clinical teaching course at Aalborg University (AAU) in 2024.

Now (2026) - Forskningsledelseskursus - AAU

4. Other qualifications: Conference contributions and attendance, contributions to debates, scientific articles on pedagogical issues etc. Peer supervision, editorials, mentoring experience or other types of competence development activities.

Supervisor of PhD Thesis

Currently serving as principal supervisor for Catherine Vinge François' PhD:

Empowering Women, Protecting Newborns: Rethinking Breech Birth through the Evaluation of Birth Position, Neonatal Outcomes, and Maternal Experiences.

Karen Hettfleisch Faria

Title: Association of individual exposure to pollution in the first trimester with placental angiogenic factors.

Year: 2022

University: University of São Paulo

Mariana Azevedo Carvalho

Title: Association between maternal exposure to pollution in São Paulo city and delivery outcomes.

Year: 2019

University: University of São Paulo

Janaina Campos Senra

Title: Evaluation of fetal renal vascularization in pregnancies with fetuses experiencing fetal growth restriction.

Year: 2019

University: University of São Paulo

Supervisor of Post-Master's Dissertations:

5- Larissa Castro

Title: Intrauterine infections: an exploratory analysis.

Year: 2020

University: University of São Paulo

4- Renata Montes Dourado Abulé

Title: Evaluation of fetal renal vascularization in pregnancies with abnormal umbilical artery Doppler velocimetry and intrauterine growth restriction: correlation with postnatal prognosis.

Year: 2016

University: University of São Paulo

3- Bruna Maria Lopes Barbosa

Title: Study of prematurity in fetuses with congenital diaphragmatic hernia: correlation between the amount of amniotic fluid and the gestational age at delivery.

Year: 2015

University: University of São Paulo

2- Giovana Farina Doro

Title: Evaluation of fetal renal vascularization in pregnancies with fetuses experiencing fetal growth restriction.

Year: 2015

University: University of São Paulo

Supervisor: Lisandra Stein Bernardes Ciampi de Andrade

1-Mariana Azevedo Carvalho

Title: Effects of maternal exposure to pollution on fetal biometrics and hemodynamics.

Year: 2015

University: University of São Paulo

Supervisor: Lisandra Stein Bernardes Ciampi de Andrade

Supervisor of residency research work:

Mayara Nakano

Title: The humanization of obstetric care: a systematic review.

Year: 2016

University: University of São Paulo

Juliana Girotti Sperandio

Title: Evaluation of follow-up of fetuses with congenital diaphragmatic hernia.

Year: 2016

University: University of São Paulo

Taisa Catania

Title: When one knows a fetus will die – A systematic review of literature on perinatal palliative care.

Year: 2015

University: University of São Paulo

Cláudia Goraieb

Title: Cardiac changes as predictors of neonatal prognosis in fetuses with congenital diaphragmatic hernia.

Year: 2015

University: University of São Paulo

Carolina F. N. Martin

Title: Diagnosis and treatment of fetal syphilis: a literature review related to a case of non-immune hydrops and fetal anemia.

Year: 2015

University: University of São Paulo

Mayara Nakano

Title: Perception of humanization of care in obstetrics at a tertiary hospital.

Year: 2015

University: University of São Paulo

Juliana Girotti Sperandio

Title: Evaluation of follow-up of fetuses with congenital diaphragmatic hernia.

Year: 2015

University: University of São Paulo

Rodolpho Truffa Kleine

Title: Pregnancy outcomes in severe polyhydramnios: no increase in risk in patients needing amnioreduction for maternal pain or respiratory distress.

Year: 2015

University: University of São Paulo

Laura A. S. Muzzi

Title: Prediction of mirror syndrome and fetal and neonatal prognosis in pregnant women carrying fetuses with non-immune hydrops.

Year: 2015

University: University of São Paulo

Taisa Catania

Title: Palliative care in fetal medicine: a systematic literature review.

Year: 2014

University: University of São Paulo

Juliana Sperandio

Title: Follow-up of fetuses with prenatal diagnosis of adenomatous malformation (MAC).

Year: 2014

University: University of São Paulo

Maria Beatriz Sartor de Faria

Title: Predictors of low Apgar score in newborns with hyperechogenic pulmonary images.

Year: 2014

University: University of São Paulo

Rodolpho Truffa Kleine

Title: Analysis of indications and complications of amnioreduction in pregnancies complicated by polyhydramnios: experience of the last 12 years of a tertiary service.

Year: 2014

University: University of São Paulo

Ana Berquó Peleja

Title: Pain in specific groups during pregnancy: a systematic review.

Year: 2014

University: University of São Paulo

Maria Beatriz Sartor Faria

Title: Evaluation of the incidence and causes of prematurity in fetuses with compressive pulmonary malformations and polyhydramnios.

Year: 2013

University: University of São Paulo

Kandidate projekts:

Duana Simakawa Jimenez

Title: Evaluation of the prevalence of pain, depressive symptoms, and maternal-fetal attachment in pregnancies with and without fetal malformations.

Year: 2013

University: University of São Paulo

Mariana Massue Komatsu

Title: Evaluation of the prevalence of pain, depressive symptoms, and maternal-fetal attachment in pregnancies with and without fetal malformations.

Year: 2013

University: University of São Paulo

Thais Lumi Matuki

Title: Evaluation of the prevalence of pain, depressive symptoms, and maternal-fetal attachment in pregnancies with and without fetal malformations.

Year: 2013

University: University of São Paulo

5. Pedagogical development and research: Development of new courses, teaching materials, teaching methods, examination types or other types of pedagogical development. Didactic and pedagogical research. Cooperation with external collaboration partners.

In my work as a teacher and supervisor, I have developed several courses and teaching materials, including a primary education course in fetal medicine at the University of São Paulo, as well as a course in palliative care in perinatology. Both courses were designed with a focus on integrating theory and practice, using real-life case studies and interdisciplinary learning methods. This included collaboration with medical, nursing, and psychology disciplines. I have also been involved in revising the exam formats to promote students' critical thinking, including the use of case-based assessments.

In 2015, I implemented simulation training for amniocentesis at the University of São Paulo.

As part of my work in fetal medicine and obstetrics, I have developed teaching materials that include research articles and clinical guidelines, which support both the theoretical and practical aspects of the courses. I have also worked on implementing digital teaching tools that simulate clinical situations and provide students with the opportunity to gain practical experience with challenges in obstetric medicine, such as managing difficult pregnancies or intrauterine infections.

6. References on your teaching skills from superiors or colleagues. Teaching evaluations and any teaching awards received.

Award for best teacher at the medical school 2023 - Aalborg University

https://www.linkedin.com/posts/regionshospital-nordjylland_midt-i-januar-måned-var-lisandra-stein-bernardes-activity-7166023795399352321-XUnY/

7. Personal reflections and initiatives: Here you may state any personal deliberations as regards teaching and supervision, any wishes and plans for further pedagogical development, plans for following up on student feedback/evaluations, etc. Personal reflections on your own pedagogical practice, including objectives, methods and implementation. This should include an analysis and a reasoned description of your pedagogical activities in relation to your pedagogical understanding and student learning. Thoughts on the teaching method at Aalborg University (which is largely based on group-organised project work and problem-based learning)

As a teacher, I view my role as a facilitator of students' learning processes, striving to create dynamic and engaging teaching experiences that align with the overarching goals of their education. I work deliberately to help students develop both theoretical knowledge and practical skills, enabling them to apply their learning to solve clinical problems in meaningful and effective ways.

I see students as active co-creators of their own learning. To motivate them and foster a student-centered approach, I employ reflection-based methods and open-ended questions that encourage critical thinking and personal responsibility for their growth. Additionally, I integrate research into my teaching as a tool to help students learn how to search for, evaluate, and apply scientific evidence. This approach cultivates critical thinking skills and strengthens their ability to make informed decisions in clinical settings.

The success of teaching also relies on the framework within which it occurs. I recognize the clear benefits of problem-based learning, which promotes reflection and independent inquiry. However, I also understand that this approach demands commitment and self-discipline from students. To address these challenges, I focus on building supportive structures and providing guidance to help students navigate the demands of this learning style.

My ultimate goal is to make teaching relevant, engaging, and tailored to each student's individual needs and level—both in the classroom and in clinical practice. By incorporating personalized learning objectives, enhancing practical teaching, and embedding research as a core element of learning, we can work together to ensure students acquire the competencies needed to become skilled and thoughtful physicians.

8. Any other information or comments.

Type your answer here...